



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

9800 E Quarterline Road, Mesa, AZ 85207

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Performing  
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Dr. Ginny Emmons  
Schedule : 8:00 AM to 3:30 PM  
Grades : Pre-K-6  
2004 Enrollment : 700  
Web Address :  
Phone Number : (480) 472-9100  
Fax Number : (480) 472-9090  
E-mail : gmemmons@mpsaz.org

### Mission

Taft will provide an enriched academic environment in which students will achieve excellence as we model dignity and respect throughout the Taft community. We are committed to the belief of LEARNING FOR ALL--WHATEVER IT TAKES.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Taft teachers and staff are continually working to improve the math skills of our students by analyzing data and using effective teaching practices. Technology is also incorporated into our teaching program.
- ü Taft teachers and staff are continually working to improve the reading skills of our students by analyzing data and using effective teaching practices. Technology is also incorporated into our teaching program.
- ü Taft teachers and staff are continually working to improve the language/writing skills of our students by analyzing data and using effective teaching practices. Technology is also incorporated into our teaching program.

### Enrollment

October 1, 2003 School Year Student Enrollment : 750  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 46

## Instructional Programs

- Ü On-site Special Education
- Ü Gifted
- Ü At-risk Preschool
- Ü Head Start

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

## Shared Responsibilities

### School

Communicate high expectations for all students, staff and personnel in a timely manner. Provide parents with information and opportunities to become involved in their child's education. Maintain appropriate confidentiality in all matters.

### Parents

Make sure my child attends school regularly and arrives on time. Have high expectations for my child and set realistic goals for attaining personal and academic success. Communicate with teachers on a regular basis and participate in conferences.

## Transportation Policy

Busing is provided for all students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Perfect Attendance	2004
Ü Citizenship	2004
Ü Academic Honor Roll (School)	2004
Ü Principal's Honor Roll	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	5651	75509	99	98	100	534	532	521	6	9	13	23	19	23	27	33	33	44	39	31
All Students (Prior Year)	116	5599	75372	100	98	100	529	536	523	7	5	9	16	18	25	45	38	36	32	39	30
Female	56	2784	37013	98	98	100	541	534	522	2	9	12	30	19	24	16	34	33	52	39	31
Male	55	2859	38430	100	98	99	528	531	521	10	10	14	16	19	22	38	32	33	36	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	28	1862	30486	100	99	99	529	515	505	5	13	18	15	25	29	50	35	32	30	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	75	3216	35192	99	98	99	535	544	534	7	6	8	25	15	19	22	32	35	46	46	39
Students with Disabilities	17	599	9708	100	100	100	516	484	489	15	35	32	23	28	27	23	21	24	38	15	17
Students without Disabilities	94	5052	65801	98	98	98	537	537	525	5	7	11	23	18	23	28	34	34	45	41	33
Limited English Proficient Students	15	1053	16928	100	100	100	500	506	485	14	17	29	14	27	33	71	33	26	0	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	74	2909	36411				534	514	503	8	14	19	21	24	29	27	34	32	44	27	20
Non-Economically Disadvantaged	37	2742	39040				534	550	534	3	5	8	27	14	19	27	32	34	43	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	5641	75492	98	98	100	520	522	519	8	11	12	16	14	16	52	48	47	24	27	24
All Students (Prior Year)	112	5584	75221	97	98	100	519	528	523	8	5	8	17	12	16	60	59	56	16	23	21
Female	56	2785	37014	98	98	100	524	526	523	6	9	10	18	13	15	48	49	48	28	29	27
Male	54	2850	38400	98	98	99	516	518	516	10	13	14	14	16	17	55	48	47	20	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	27	1851	30438	96	98	99	508	509	508	21	17	17	11	20	21	63	49	47	5	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	75	3215	35177	99	98	99	523	530	528	6	7	8	18	11	13	49	48	49	28	34	31
Students with Disabilities	17	589	9707	100	98	100	499	487	495	31	43	33	8	18	21	46	30	33	15	9	13
Students without Disabilities	93	5052	65785	97	98	98	523	525	522	5	7	10	17	14	16	52	50	49	26	28	26
Limited English Proficient Students	14	1047	16905	100	100	100	491	499	489	50	25	34	0	24	28	50	40	32	0	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	73	2904	36302				517	510	507	8	16	18	15	19	21	61	49	46	16	15	14
Non-Economically Disadvantaged	37	2737	39164				526	534	528	8	5	8	19	10	13	35	48	48	38	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	5611	75053	96	98	99	597	578	597	5	10	7	7	14	12	81	68	72	6	7	9
All Students (Prior Year)	114	5503	73654	98	97	99	521	530	530	9	7	9	19	12	13	68	77	70	5	5	7
Female	56	2774	36872	98	98	99	617	604	621	2	6	5	4	11	9	86	73	74	8	10	12
Male	51	2831	38109	93	97	99	574	552	573	9	14	10	11	17	14	77	64	69	4	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	25	1847	30235	89	98	98	593	541	575	11	14	9	0	17	14	83	66	70	6	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	74	3193	35028	97	97	99	592	599	613	4	8	6	10	12	10	79	70	73	7	10	11
Students with Disabilities	16	588	9625	100	98	100	533	489	530	17	33	21	25	23	21	58	42	55	0	2	4
Students without Disabilities	91	5023	65428	95	98	98	606	587	604	4	8	6	5	13	11	85	71	73	7	8	10
Limited English Proficient Students	13	1044	16765	100	100	100	559	524	525	17	16	17	0	20	20	83	63	60	0	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	72	2890	36077				587	542	566	6	14	10	5	17	16	85	65	69	3	3	5
Non-Economically Disadvantaged	35	2721	38950				613	613	618	3	6	5	11	11	9	74	71	73	11	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	5809	76019	100	99	100	524	514	499	8	9	14	29	34	39	11	13	14	52	44	33
All Students (Prior Year)	94	5726	76230	100	98	100	516	517	498	6	6	12	26	31	38	12	13	12	56	50	37
Female	48	2821	37207	100	99	100	523	514	499	7	8	12	30	35	41	9	13	14	54	44	33
Male	44	2979	38677	100	99	100	525	515	498	10	11	15	27	32	38	15	13	13	49	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	29	1790	29458	100	99	100	495	490	480	17	15	20	38	48	48	17	11	12	29	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	56	3386	35880	98	98	100	543	529	515	2	5	7	25	26	32	9	14	16	64	55	45
Students with Disabilities	14	619	9786	100	100	100	475	460	457	29	40	39	43	39	40	7	7	7	21	14	13
Students without Disabilities	78	5190	66233	98	98	99	533	519	503	4	6	11	26	33	39	12	14	14	58	47	35
Limited English Proficient Students	18	972	15206	100	100	100	473	477	459	23	20	31	46	53	53	23	10	7	8	17	9
Migrant Students	NC	31	745				NC	475	473	NC	27	22	NC	35	53	NC	23	11	NC	15	15
Economically Disadvantaged	61	2753	35714				513	493	480	13	15	20	29	44	47	13	12	12	46	29	20
Non-Economically Disadvantaged	31	3056	40266				543	531	513	0	5	9	29	25	33	10	14	15	61	56	43

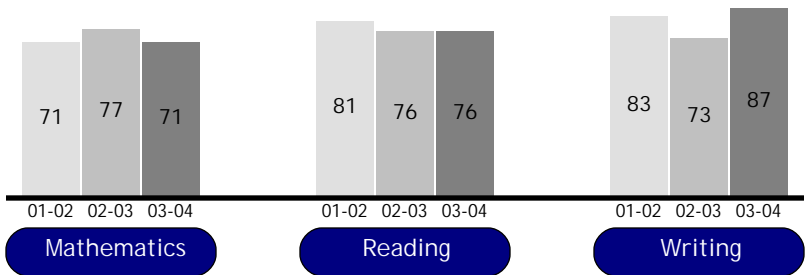
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	5803	76020	100	99	100	506	507	503	21	20	25	23	22	23	44	43	40	13	16	12
All Students (Prior Year)	91	5721	76202	98	98	100	505	510	505	9	11	19	26	21	24	55	53	46	10	14	11
Female	48	2820	37213	100	99	100	507	508	504	15	17	22	26	21	23	48	46	42	11	16	13
Male	44	2973	38666	100	99	100	505	505	501	27	22	29	20	22	22	39	41	38	15	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	29	1784	29442	100	99	99	504	496	494	29	33	37	33	26	26	29	34	31	8	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	56	3386	35890	98	98	100	509	513	511	14	12	15	18	19	20	54	48	48	14	21	18
Students with Disabilities	14	617	9784	100	100	100	485	487	485	71	57	58	0	18	19	21	19	19	7	6	4
Students without Disabilities	78	5186	66236	98	98	99	510	509	504	11	16	23	27	22	23	48	45	42	14	17	13
Limited English Proficient Students	18	967	15198	100	100	100	488	490	483	38	43	59	46	28	25	15	25	14	0	4	1
Migrant Students	NC	31	743				NC	501	488	NC	54	50	NC	15	28	NC	23	19	NC	8	3
Economically Disadvantaged	61	2745	35703				501	497	494	23	31	37	25	26	26	39	36	31	13	8	6
Non-Economically Disadvantaged	31	3058	40274				514	514	509	16	11	17	19	18	20	52	49	47	13	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	5771	75673	100	98	100	514	530	530	18	15	12	28	25	25	51	56	58	3	5	4
All Students (Prior Year)	93	5622	74692	100	96	99	503	510	502	12	12	18	34	26	27	50	53	47	4	9	8
Female	48	2805	37099	100	98	100	534	549	548	10	10	8	29	22	22	57	62	64	5	6	6
Male	44	2956	38441	100	98	99	488	511	513	28	19	16	28	27	29	44	50	52	0	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	29	1776	29305	100	99	99	497	495	507	19	21	16	38	33	31	43	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	56	3366	35760	98	98	99	524	549	550	15	11	9	25	20	21	56	62	64	4	7	6
Students with Disabilities	14	605	9706	100	100	100	480	444	462	0	48	36	100	24	32	0	25	31	0	2	1
Students without Disabilities	78	5166	65967	98	98	99	515	537	536	18	12	10	27	25	25	52	59	60	3	5	5
Limited English Proficient Students	18	961	15115	100	100	100	466	475	471	27	28	26	45	38	38	27	34	35	0	0	1
Migrant Students	NC	31	738				NC	478	488	NC	28	23	NC	32	33	NC	40	43	NC	0	1
Economically Disadvantaged	61	2731	35541				520	500	504	15	20	17	30	31	31	50	47	50	4	2	2
Non-Economically Disadvantaged	31	3040	40091				505	553	550	21	10	9	25	19	21	54	63	64	0	7	6

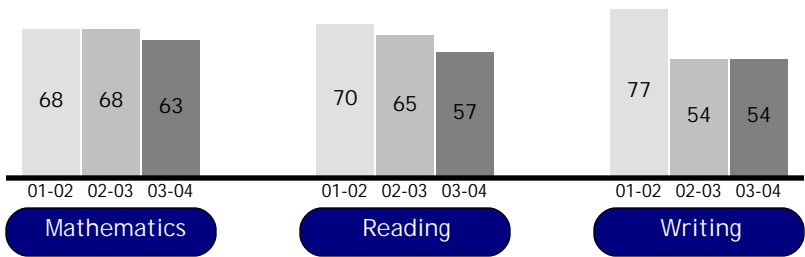
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	43	51	44	86	63	61	50	96	64	NA	58
	Language	99	37	42	39	95	52	49	43	98	45	53	50
	Mathematics	100	51	57	52	94	76	67	57	99	75	71	64
3	Reading	100	42	50	43	89	48	57	47	98	58	NA	55
	Language	100	52	53	50	89	60	61	54	100	62	63	61
	Mathematics	99	52	55	50	89	63	64	54	100	62	66	61
4	Reading	100	43	51	47	87	59	62	52	94	48	NA	56
	Language	100	34	47	45	94	51	54	48	98	42	55	52
	Mathematics	100	55	59	52	95	70	68	57	96	57	68	61
5	Reading	100	43	51	46	90	51	59	50	99	59	NA	55
	Language	100	37	45	43	92	45	53	46	100	50	55	49
	Mathematics	100	59	63	54	93	68	68	57	100	74	71	63
6	Reading	100	52	56	49	88	61	62	53	98	61	NA	56
	Language	100	39	47	42	90	53	53	45	100	50	55	48
	Mathematics	100	69	71	58	92	79	75	62	100	73	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Taft Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- ü Parent/Educator Relations
- ü Student Discipline
- ü Extracurricular Activities
- ü Curriculum Development
- ü School Safety Issues
- ü Youth Leadership

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	3.00	Teacher Aide	15.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	1	0
4 to 6 years	5	2	0	0
7 to 9 years	2	3	0	0
10 or more years	4	22	0	1

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	33
Core academic classes taught by Highly Qualified (NCLB) teachers.	93
Teachers with Emergency Certificaton.	0

## Resources Available at School Site

### Special Facilities

- ü Computer Lab
- ü Math Lab
- ü Media Center

### Extracurricular Activities

- ü Student Council
- ü Youth Leadership Club
- ü Sports Program
- ü Band
- ü Orchestra
- ü Tutoring Club

### Social Services

- ü Counseling Services
- ü Lunch Program
- ü Breakfast Program
- ü Adult Education
- ü Community Room
- ü Home-School Liaison Officer
- ü Clothing Room



## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

- ü Stanford math scores in grades 2, 3, 5, and 6 increased the percent of students at and above the 50th percentile from 2003 to 2004. In grades 2, 3 and 5 more than fifty percent of the students scored at and above the 50th percentile in math.
- ü Stanford reading scores in grades 2, 3, 5, and 6 increased the percent of students at and above the 50th percentile from 2003 to 2004. In grades 2, 3 and 5 more than fifty percent of the students scored at and above the 50th percentile in reading.
- ü First grade students scored 83% mastery on the district reading CRT. This was 2 percentage points above the district average.
- ü First grade students scored 85% mastery on the district math CRT.

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	5	2	2	2
Transfers In <sup>7</sup> (Out of District)	7	10	9	9
Promotion Rate <sup>8</sup>	96	98	98	94
Retention Rate <sup>9</sup>	3	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	56	39
Grades 3-4	75	74
Grades 4-5	64	74
Grades 5-6	87	83

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

In the mission statement, teachers described Taft as an emotionally, physically safe and desirable place in which to learn and work. The Advisory Council at Taft School works with the staff to make our school and community a safe place for everyone. The Safe, Orderly, and Caring Correlate meets monthly to study ongoing issues of making Taft a safe school for students and staff.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Tomas Feldhake	(480) 472-9100
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Pat Yard	(480) 472-9084
School Nutrition Programs	Brenda Sharp	(480) 472-9078
Parent Organization	Pat Yard	(480) 472-9084
Student Health/Nurse	Melissa Loresto	(480) 472-9086

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.